

phantasy life. Through the co-operative expression of phantasy in dramatic play, the child is led out from his deepest rivalries and anxieties to the discovery of the delights of real satisfaction in social life. He is, moreover, carried from his earliest and deepest needs for sensual satisfaction in actual bodily contact, to the non-sensual satisfactions of ordered social life, and the sharing of interests and activities, upon which not only his social adaptation depends, but his sublimatory activities and real achievements also. The children can help each other in their play, by giving each other support against the dread of rivals, as well as by the common pursuit of non-sexual aims. Companionship in play, therefore, is from an early age one of the greatest needs of little children, whatever aspect of their developing life one is considering.¹

In all these directions, then, the psycho-analytic study of young children serves to reinforce the established values of the best practice of modern educators. The value of play, play with companions, free imaginative play as well as play leading to ordered skill and knowledge, is enormously supported and confirmed by this deeper study of children's phantasies. The notion that children must not be interfered with at all, but left to work out their own salvation, without control or guidance, is, however, seen to be without firm basis. In some directions, the child cannot do without our guidance. He needs the help of external restraints in learning to control and deflect his own impulses, particularly the aggressive ones. On the other hand, he needs our *passive* help as educators in giving him opportunity for indirect expression in social activities and the mastering of skill.

There is a further significant general bearing of psycho-analytic studies upon the education "of young children,

namely, the re-valuation of standards of
behaviour which
it brings about. The evidence I have gathered
here will help
to establish the truth that infantile sexuality is
not only a
matter of symbolic interpretation and
unconscious phantasy,
but to a real extent of actual observable
behaviour ; and that
amongst quite normal and healthy children. In
my introductory chapter, I pointed out what a very
great help it

¹ In *Health and Education in the Nursery* and the
revised edition of
The Nursery Years I considered in detail the reasons
why the only or
solitary child so often suffers from greater psychological
difficulties than
the child in a large family or nursery school.